**Unit Summary**

Summary

Throughout this unit, students will be learning about living things and how they grow and change. Students will understand how to distinguish between animals that resemble their parents at birth and animals that make very distinct changes during their life cycles. Specifically, students will learn about the life cycle of a frog. They will be able to describe each stage of a frog’s life cycle in detail, as well as create a diagram/model of the life cycle using pictures. Students will use technology to creatively illustrate what they have learned during this unit.

Implementation

This unit is designed for a second grade classroom. State standards and learning objectives will be followed. It will approximately take 10 50-minute class periods or two weeks to complete all of the components of the unit. Classroom procedures for technology use must be well established and monitored. Students will complete activities and assessments that will measure their level of knowledge before the project begins, during the implementation of the project, and after the project is completed. A summary of activities and assessments, a detailed instructional timeline, and a list of necessary materials are located in the Unit Plan.

Adaptations

Certain adaptations may need to be developed in order to make this unit more age-appropriate. The students’ level of background knowledge and/or amount of technology use may be limited. Adaptations will also need to be made in order to accommodate a diverse learning environment. Students with special needs and ESL students will need more assistance, while gifted and talented students will be able to work more independently. Procedures for differentiated instruction are located in the Unit Plan.

**Final Reflection**

Analysis

Initially, I did not know how I was going to develop a unit that incorporated the correct amount of technology to meet the course requirements and that was age-appropriate for second graders. Even though my students go to a computer lab twice a week to work on reading and math skills with technology teachers, I did not personally know how experienced they were with technology. The use of technology in my classroom was very limited before I started this project. However, I became more confident after reviewing some completed projects from the Intel website that were created for primary and elementary school students. After developing the unit, I implemented it in my classroom. I was pleasantly surprised by how well my students were able to use the computer (mouse and keyboard). With my assistance, they wrote a very detailed description for each stage of the frog’s life cycle, typed their description into a PowerPoint slide, selected a picture for each stage, and inserted the picture into the appropriate slide. They were all very excited and proud to see the final product. I definitely learned an important lesson while completing this course…7 and 8 year olds are more technologically savvy than you might think!

Revision/Future Use

I will definitely use this unit and its components in my classroom again. During the project, my students were incredibly engaged, which I believe increased their level of knowledge. The activities and assessments I created could easily be adapted and used to teach other science topics. They could also be utilized in other content areas, such as reading, math, or social studies, as well. I might add other components to the unit when I implement it in the future, such as actually raising tadpoles in the classroom while students document their growth and the changes they experience through observation journals and/or blogs.